
Formative Assessment: Analysis of Student Work Protocol

Source: NCSM

Tools: Assessment/Equity

DESCRIPTION

Teachers and teacher teams analyze student work to inform instructional decisions. This protocol provides structure for beginning conversations on creating equitable assessments, grading practices, mathematical gaps, and interventions.

STRATEGIES FOR IMPLEMENTATION

Ask teachers to choose one common assessment to analyze. Then, each teacher will bring a class set of graded student work to the meeting. It does help if the teachers have created a scoring rubric for the assessment prior to analyzing the student work. However, if a team of teachers has not completed this portion of the assessment, rich discussions regarding grading occur when reviewing differing opinions on each item and the facilitator should encourage reflection on the grading of the assessment to develop equity in grading practices.

Step 1 – Teachers need to describe the expectation for student work and describe a performance level for four areas (exceeding, meeting, approaching, and falling far below the standard) and come to agreement on each of these descriptions.

Step 2 – Ask each teacher to take his or her set of graded assessments and sort them into four piles based on the expectation of student work from Step 1. When all of the assessments are sorted, ask the teachers to list the names of each student in appropriate column on the tool and determine the percentage of students in each column. Then, circle one name from each category and pull those 4 assessments for Step 3 and Step 4.

Step 3 – Analyze one assessment from each category and describe the student performance. List the student's areas of strength or areas of weakness. List the student misconceptions, effective or ineffective strategies, and complexity of thinking.

Step 4 – Teachers discuss patterns and trends to inform instructional decisions.